

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COMMUNITIES IN SCHOOLS (CIS) YOUTH DEVELOPMENT COORDINATOR**

#### **GENERAL STATEMENT OF JOB**

To surround students with integrated support services afterschool, and in partnership with Guilford County Schools, the United Way and the Edward M. Armfield, Sr. Foundation, CIS established the Success at School After-school program (SAS) at selected Title I elementary and middle schools to connect high quality, afterschool activities to economically challenged students and families. The SAS program offers parents and guardians the ability to pursue work and career responsibilities while their children take part in safe, enriching and accelerating after-school programs at the school-house at no direct cost to parents. The Youth Development Coordinator (YDC) reports directly to the principal (or designee) and the CIS/SAS project director, and is responsible for all aspects of the daily operation at the school, ensuring that each activity functions at the highest quality standards according to evidenced-best practices that promote social and emotional well-being and development in elementary and middle school children.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Comply with GCS, CIS and United Way mission and values in all interactions with children, parents, and school personnel in the execution of after-school program duties and responsibilities.

In coordination with the CIS project director, determines activities and service providers for after-school program based on input from parents, school staff and evidenced best practices.

Coordinates the scheduling of all program activities.

Assists in the creation and monitoring of the site based program budget, approving and submitting invoices from service providers, etc.

Establishes the proper relationship with the GCS Transportation Department and oversees the development of the schedule and routes for after-school transportation, remaining after programs to make sure that all students arrive safely at their proper destination.

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Maintains records and documentation that demonstrates the level of service and achievement of outcomes identified through the SAS program, assuming primary responsibility for the entry and update of records in the CIS Data Management System (CISDM).

Monitors background checks for all community and volunteer partners 16 and older who have the potential for unsupervised contact with students.

Responsible for creating a student support plan to monitor the enrichment activities connected to each student during a program period session.

Plans and conducts major events such as “Kick-Off” and “Showcase” activities, and identifies students for special recognition at the annual Student Awards Luncheon.

Attends meetings called by the project director, the school principal and other appropriate parties, and participates in ongoing training and professional development opportunities.

Conducts the appropriate surveys of parents, students and school personnel to assess and evaluate the effectiveness of the program.

Serves as the primary liaison between CIS and the school on all matters pertaining to the site-based afterschool program.

Serves as spokesperson for the program via school media such as Connect-Ed messages, flyers and school announcements and via community events such as United Way presentations.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as parameter of position allows (FT/PT, funding, etc.), and agreed upon between principal and CIS.

### **MINIMUM TRAINING AND EXPERIENCE**

Graduation from a two- or four-year college or university with an Associate or Bachelor’s degree in education, social work, child development or related field and at least 1-3 years demonstrated relevant experience, preferably involving work with grade school, economically challenged youth and their families; or, any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

**MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED  
TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to operate a variety of equipment including computers, copiers, facsimile machines, etc. Must be able to exert up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving and receiving instructions, assignments and/or directions.

**Language Ability:** Requires the ability to read a variety of correspondence, referrals, student profiles, reports, transcripts, case histories, etc. Requires the ability to prepare correspondence, reports, forms, etc.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

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**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Working knowledge of evidenced best practices governing afterschool programs for elementary and middle school students.

Working knowledge of principles and practices of afterschool administration.

Knowledge of school and community resources and services available to connect to children afterschool.

Strong interpersonal, organizational, communications and computer skills.

Ability to operate common office machines, including popular computer-driven word-processing, spreadsheet and file maintenance programs.

Ability to build rapport with students and families.

Ability to maintain schedules, records and files.

Ability to communicate effectively both orally and in writing.

Ability to understand and follow oral and written instructions.

Ability to exercise considerable tact and courtesy in frequent contact with school officials, parents, service providers, students and the general public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.